**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Level 1 - Novice** | |
| **AP Theme:** | | **Contemporary Life** | |
| **Topic:** | | **In Search of the Coqui** | |
| **Learning Scenario** | | Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui. | |
| **Standard(s):** | | State and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline. | |
| **Desired Results** | | | |
| **Understandings** | | * Culture and environment shape our communities. * What is important in a culture is often invisible. * The rainforest ecosystem is critical for our well-being. | |
| **Essential Questions** | | * How do we begin to understand another culture? * Why is the rainforest ecosystem so important? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| identity where rainforests are found in the world | | | Where are rainforests?  Is there a rainforest in….?  there are rainforests in (names of countries) |
| identify common features found in rainforests | | | there is, there are  waterfalls, insects, plants, animals, birds |
| say what you do in the rainforest | | | walk, hike, swim, zipline, camp, horseback ride |
| comment on foods you eat/drink | | | Do you like…?  What do you like?  What do you drink?  Are you hungry/thirsty?  I’m hungry/thirsty. I’m not hungry/thirsty.  I like/don’t like  I eat/drink  mango, papaya, pineapple, banana  coconut, coconut milk, pinchos |
| name and describe animals that live in the rainforest | | | frogs, snakes, parrots, butterfliesWhat is the (animal) like?  It is  big, small, pretty, ugly  ferocious, dangerous  color, sings, swims, flies, lives in trees |
| say why I want or don’t want to visit certain places in Puerto Rico | | | Do you want to visit…?  Do you want to go to..?  I want/don’t want to visit / to go…  (various places – Luquillo Beach, Ponce |
| accept and refuse suggestions to plan a schedule | | | Let’s go to….  Would you like to…..  I would like to… because  I would prefer to ….. because  I really don’t want to…. because |
| comment on the weather | | | weather terms, seasons |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. | | |
| Interpersonal | Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. | | |
| Presentational | Students will create an additional event for the story *Everywhere Coquís.* They will identify another location on the island of Puerto Rico for the coquís as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquís see and do while there and then indicate that they are moving on. | | |

Additional resources for this unit available at: http://lauraterrill.wikispaces.com/AATSP+-+Coqu%C3%AD